ISDB Committee Meeting
Minutes - July 7/21

Introductions

Laird – importance of committee
        Talked about editorial (Times News)

Meeting dates – firm up and send out to everyone (Senator Bunderson suggested)

Review of goals –

Bunderson – wants committee to come up with recommendations for policy and vision - wants recommendations for Legislature

Mary Whitaker – interesting to look at relationships between districts and ISDB could committee define role – what about small vs. big districts – who gets the services

Laird – how do other states handle?

Mary W. – Colorado has model programs. Their SDE is much more involved.

Karen M. – Goal is "Set the vision for Idaho."

Laird – asked Harv to explain his review of current statute

Harv – following issues:

1. 89% ISDB students receive outreach services yet no reference in statute

2. Responsibility of LEAs vs. ISDB – where do you draw the line between ISDB's responsibility and LEAs?

3. Majority of statutes address organization but refer to 6-21 year olds. No tie in to allow ISDB to interact with other agencies for birth-3 to complement each other's services.

    Question – where does state want to go? Then give statutory authority to go there.

4. Glaring issue in recent years – no funding model – just refers to state agency

    But running 100% special education school is far too vague.

    As state agency – can't keep up with teacher salaries, etc.

    As LEA – no local funds for facilities, etc.

Laird – brought up that both K and post secondary programs at ISDB are beyond their statutory authority.

Michael Graham – what is percentage of hearing vs. visually impaired?

Harv – 80% deaf/visually impaired - 20% blind/visually impaired

Blind/visually impaired seem able to mainstream more easily

Laird – are schools/LEAs reporting numbers to ISDB

Harv – statute requires LEAs to report students to superintendent. Right now LEAs report info to SDE and ISDB gets info from SDE.

Laird – are we missing students that ISDB could serve?

Mary W – agrees but also wants to make sure students are identified because sometimes students who are doing 'okay' may not be doing as well as they could.

Harv – Active – Consultive – Monitorship --- 3 types of services ISDB provides.
Even with monitor, outreach should include monitoring with LEA.

Michael Graham – Students who may want to fit in academically or socially may adapt and fit in but then later have problems because they haven't been receiving services.

Mert B – Now because of assessment, etc., in LEAs (IRI, ISAT, etc.) identification is much better because if they are not making progress in meeting standards it sends up red flags.

Laird – NCLB and State Board policies help identify students earlier.

Sen. Bunderson – Districts end up not providing services because they sometimes lose Special Education teachers that can go somewhere else and make more money.

Harv – Brings up the question of what is the best service delivery model?
Under current set-up, can't pay teachers even close to state teacher salary recommendation.

Mary W – Is there a cultural factor in the different % of visually impaired vs hearing impaired?

"Adaptive Tech" -- "Orientation" Both services not available in LEA.

These 2 services for visually impaired seems to draw students to ISDB.

Mike S – Asked if ISDB is held to NCLB, AYP, State Standards, etc. and is there no adjustment for disability.

Harv – Yes. Whether we achieve that or not is tied to many issues but standards are the same.

Laird – So, in terms of what we want to come up with, what info do we need?

1. OPE review
2. Outcomes – assessment data, post-secondary outcomes, data on meeting IEP goals (Harv)
3. Possible alumni survey
4. Experiential component – what happens to children and families – possible interviews

5. Technology – where are things headed in the future for both hearing impaired and visually impaired – look at vision for future
6. Fiscal implications – there is a financial incentive to send a student to ISBD instead of keeping student in LEA -- IEP teams should not look at fiscal impact – but as more students move into Idaho, the fiscal impact to LEAs increases
7. Presentation – fiscal, technology – cost of programs
8. Options for students currently (Idaho)
9. Service delivery models in other states that are effective
10. Deaf community – cochlear implant community – blind community
11. Harv – where do students go after ISBD
12. Statutes from other states that are leaders

Mary W – made the point that we need to focus on a community of services even with technological advances

Mert – brought up that education should be a fluid process and we should look at transition, annula reviews

Mert Burns – Overview of Special Education and Typical Case
      Terms   1. IEP
                    2. LRE
                    3. FAPE
      Required to provide FAPE 3-21 to eligible students

      4 students impaired out of SSO on IEPs

      Vallivue – 5000 students total
             Case of deaf student – 9th grade - moved in from CA – how do we make sure students meet standards?
                    Consulted with ISDB –
                          - could we serve boy in high school
                          -   could hire interpreter
                          -   no deaf culture
                          -   but parent concerned with having student live away from them
                          -   3rd option – Meridian School District satellite program
                                Vallivue provides transportation
                                Vallivue pays Meridian School District $15,000
                                Will cost Vallivue $60,000 for their 4 kids, but it is
                                    Is LRE for those kids

Harv – will get transportation costs; costs for outreach programs, etc.; costs for residential programs.

Ned Parrish – OPE --- Some of the issues are similar – reviewed what they will be looking at for their report.

Cyndi H – Told committee about her experiences with deaf child

Mike S – will get information re cost of cochlear implants vs. education without

Mert – Whatever services ISDB provides need to be consistent around state and for all LEAs

Bunderson – Would like to know what services are available for adults

Mike S – pre-lingual and post-lingual deaf people --- Tech really helps post-lingual people.

Harv – slide presentation on ISDB

Mert – ESY? We should look at where ISDB services don't align with IDEA

Laird – brought up College of Education issues – deaf education programs don't produce certified teachers

Discussion of agenda for next meeting –

- presentation on some of topics discussed
- draft of policy statement for discussion